The meeting was called to order at 4:05 p.m.

There were present:

**Committee Members:**
- Hon. Wellington Z. Chen, Chair
- Hon. Hugo Morales, Vice Chair
- Hon. Rita DiMartino
- Hon. Freida Foster-Tolbert
- Hon. Charles A. Shorter
- Hon. Solomon A. Sutton
- Prof. Lenore Beaky, faculty member
- Mr. Andrew Lisko, student alternate
- President Russell K. Hotzler, COP liaison

**University Staff:**
- Chancellor Matthew Goldstein
- Interim Executive Vice Chancellor and University Provost Alexandra Logue
- Vice Chancellor Garrie Moore
- Vice Chancellor Gillian Small

**Trustee Observer:**
- Hon. Manfred Philipp

**Trustee Staff:**
- Senior Vice Chancellor and Secretary of the Board Jay Hershenson
- General Counsel and Senior Vice Chancellor Frederick P. Schaffer
- Deputy to the Secretary of the Board Hourig Messerlian
- Mr. Steven Quinn

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Committee Chair Wellington Chen welcomed Mr. Andrew Lisko, the student representative to the Committee.

The agenda items were considered in the following order:

I. **ACTION ITEMS:**

   A. **APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 5, 2009.** The minutes were approved as submitted.

   B. **POLICY CALENDAR**

   1. **LaGuardia Community College – Establishment of a New Department of Natural Sciences.** Interim Executive Vice Chancellor and University Provost Alexandra Logue stated that LaGuardia currently has a Department of Natural and Applied Sciences that has fifty-seven faculty and ten CLTs. Of these, seventeen faculty and five CLTs are being transferred to form a new Department of Natural Sciences by a parallel action approved via the February 2009 Chancellor's University Report. The Department--with forty faculty and five CLTs remaining--will be renamed the Department of Health...
Professor Lenore Beaky stated that the proposed department reconfiguration will allow the science programs at LaGuardia, which received a $4 million Title 5 grant in STEM fields, to offer two new science majors, one in biology and one in environmental science; to have a new biology lab; a new faculty research lab that will allow LaGuardia students to work with faculty on research programs; and a mobile lab for investigations in environmental science.

Following discussion, the item was approved for submission to the Board.

2. John Jay College of Criminal Justice – Establishment of a New Department of Criminal Justice. Dr. Logue stated that Criminal Justice is the largest undergraduate major at John Jay College, with a current enrollment of almost 2,500 students for the BA in Criminal Justice Program and about 850 for the BS program. Several years ago, an external review group recommended having a separate department for criminal justice in order to focus on serving the students in that major as well as the related master's program and the Ph.D. in criminal justice. The latter of these is based at John Jay but actually registered to the Graduate Center. Extensive consultations were done with faculty, HEOSs and students. The faculty governance did take a vote on the issue and it passed by an overwhelming majority.

Following discussion, the item was approved for submission to the Board.

3. Baruch College – BBA in International Business. Dr. Logue stated that the proposed program prepares students for careers in international business or for entering graduate study. In preparing this proposal, faculty consulted with Baruch's International Business Major Curriculum Advisory Board and other industry leaders. Foreign language study is emphasized and internship opportunities with international firms in the U.S. and abroad are foreseen. The proposal provides ample information on possible job opportunities for graduates. As with other Baruch BBA programs, this program consists of 124 credits and requires the inclusion of a waiver of the Board's 60/120 credit policy.

Following discussion, the item was approved for submission to the Board.

Trustee Sam Sutton joined the meeting.

4. Graduate School and University Center School of Professional Studies – Online MS in Business Management and Leadership. Dr. Logue stated that the proposed program builds on the excellent experience and success of the School of Professional Studies’ current online undergraduate business degree in Business. It is intended for students who have undergraduate degrees in any discipline and who are interested in developing or strengthening their skills in business management and leadership. Students who have the relevant undergraduate studies will be able to waive some of the required courses and to replace them with more advanced graduate level electives.

Dr. Logue noted that this particular degree is a very celebratory event for CUNY: the Journal of Science, probably the most eminent of the science journals in the world, just a few weeks ago published an article in which the abstract said in part, "Online education is
established, growing and here to stay. Online education is already providing better access to education for many and many more will benefit from this increased access in the coming years.” To date, CUNY has only about 3% of its courses that are wholly or partially online. There are already twelve MS in business degrees at CUNY; ten at Baruch College; one at the College of Staten Island; and one at Lehman College that was approved just a couple of months ago by this committee. A thirteenth one is currently being planned at Baruch. This particular degree will be the first online master's level degree at CUNY.

In response to a question, School of Professional Studies Chief Academic Officer George Otte stated that as noted in the proposal and the outline of the curriculum in the proposal, fully half of the core courses in this program have pre-requisites.

In response to a question, Dr. Otte stated that it was the determination of the program development committee to make the focus of the degree thematic rather than topical, so instead of having courses and specific course titles addressing specific specialization, they elected to infuse the entire degree with a focus on managerial decision-making in a global context, with the kind of long term thinking that is required of leadership. The teaching used in the program will be precisely those that the school has heretofore established on the basis and the model of the Graduate Center. The school has consortial arrangements with full time faculty within CUNY who will be teaching for the program on a part time basis, as is the case with most Graduate Center faculty.

In response to a question, Dr. Otte stated that the school conducted surveys on prospective students and employers. Fully three-quarters of students responding to the survey wanted an online degree in business and specifically in business management. The school also investigated the hiring practices of employers who noted that most managerial positions in their job listings were for MS/MBA holders.

In response to a question, Dr. Otte stated that the school did a survey of similar offerings: Pepperdine University actually has an MS with the identical title, and similar or analogous degrees exist at Georgetown University, at the University of San Diego, at the University of San Francisco and Boston University, among other reputable schools.

Prof. Manfred Philipp noted for the record that this is an online degree and online degrees require an electronic infrastructure-driven function. CUNY’s infrastructure for online education has experienced problems. This is not the first time these problems have taken place but for them to take place in the first week of classes is a serious academic problem that needs to be addressed because many students have already lost one week of classes.

Chancellor Goldstein stated that the record should also acknowledge that this problem has largely been taken care of. He added that once the University endorses a degree like this it always creates a financial model that will provide the necessary support services--whether the text or online databases that are needed for this degree that will be possibly be supported through Baruch College, which has probably the most extensive and sophisticated libraries to access things electronically--and that which is deficient, the University will make available.

Following discussion, the item was approved for submission to the Board.
5. Queens College – MA in Applied Behavior Analysis. Dr. Logue stated that the proposed program builds on the existing master's program in clinical behavior application, an advanced certificate in applied behavior analysis and a long standing doctoral sub program in learning processes and behavior analysis which is registered at the Graduate Center but offered at Queens College. The proposed program stresses generic research and applied skills as well as specific applied behavior analysis skills related to either developmental disabilities or organizational behavior management, depending on the track. Students will be able to work with a variety of populations in need of behaviorally based interventions, and would be eligible for national certification by the Behavioral Analysis Certification Board. New York State has no specific standards at this point, and this is why it is important for students to get the national certification. The proposed program also provides solid preparation for doctoral study. All courses have been in existence and taught by full time faculty at Queens College for a number of years.

In response to a question, Provost Evangelos Gizis stated that Queens College already had the clinical program with 48 credits and the intention of this program was to prepare students both for the behavior analysis and for counseling. However, as the State of New York now requires a license for clinical counselors with a master's degree, and having looked into the initial program in the college's School of Education, it has become evident that the graduates of the program will be able to be certified by the Behavioral Analysis Certification Board by taking a smaller number of credits.

Following discussion, the item was approved for submission to the Board.

6. Queens College – MA in Behavioral Neuroscience. Dr. Logue stated that the proposed program would provide promising master's level students with an opportunity to engage in research based study, preparing them for entering doctoral programs or for employment as research assistants or research associates in the medical, pharmaceutical and biotechnological sectors. The program builds on the existing undergraduate neuroscience major as well as on the longstanding sub program in neuropsychology, which is registered at the Graduate Center but offered at Queens College. All courses have been in existence and taught by full time faculty at Queens. Therefore, resources needed for this program are minimal.

In response to a question, Provost Gizis stated that the graduates of the program will have the technical qualifications to work within the state where there are extensive research and job opportunities in this area, and also in academic settings where brain research is taking place.

Following discussion, the item was approved for submission to the Board.

7. Hunter College – MS in Clinical Nurse Leader. Dr. Logue stated that this category of graduate degree was created in 2007 by the accrediting agency, the American Association of Colleges of Nursing. All successful applicants to the proposed program will already be licensed nurses in New York State. This 42 credit program models itself on other graduate nursing programs with the goal of preparing advance generalists with competence in clinical outcome management, care environment management and clinical leadership in different settings throughout the healthcare delivery system. Graduates will be eligible to sit for the National Certification Exam. Currently, there are no other clinical nurse leader programs within CUNY or the New York Metropolitan area.
In response to a question, Dr. Logue stated that the proposed program came about in response to the hospitals asking the University for this additional level of professionalization of the nurse who is actually a clinician on the floor, for leadership, for management and advanced training.

In response to a question, Hunter College School of Nursing Graduate Program Director, Dr. Kathleen Nokes stated that the clinical nurse leader program could possibly look at mental health, but if a student was interested in mental health, they would be counseled towards the psychiatric nurse practitioner program, which is also a 42 credit master's program, and they would graduate certified to be psychiatric nurse practitioners.

In response to a question, Hunter College President Jennifer Raab noted that while the general population at Hunter is probably at least 20% Hispanic, she would find out and inform the committee of the exact number of Hispanic graduate students in the nursing master's programs.

In response to another question, President Raab stated that at this time the way proposed program is structured, it will not expose students to some aspects of mental health, as there exists another, more specialized program. As this program evolves it could add classes and work with the hospitals.

Following discussion, the item was approved for submission to the Board.

II. INFORMATION ITEMS:

Dr. Logue stated that the University is watching the spring enrollment numbers, and so far there are about 14% more applications for this spring than we did compared to last spring. For the fall, applications are still coming in, and it is very difficult to judge how many more applications will be received.

Dr. Logue added that it is important to note that the University is processing applications much faster than before. Last year it was taking an average of 53 days to process an application, while now it is down to 22 days. As a result, in the first phase of admissions CUNY has admitted over 50% more freshmen than it did in the first phase last year. The University will monitor this carefully, including borough by borough, because it is evident that enrollment is growing much faster in Manhattan than it is in the other boroughs.

Dr. Logue stated that CUNY is also looking at this issue from a more long term perspective and taking a look at aspects of the environment, how they affect its enrollment management planning. The central administration is meeting with presidents, chief academic officers, chief student affairs officers and vice presidents of administration--in different combinations and groupings--to discuss these issues and long term enrollment planning. CUNY’s critical issue is how to maintain quality with this growing enrollment. There are many different factors that go into this and the University is considering the best way to do this.

In response to a question, Dr. Logue stated that there may be a surge in people admitted outside of Manhattan, but the absolute numbers are higher for Manhattan than they are for outside of Manhattan. Therefore, CUNY is facing some real issues in terms of physical capacity and human resource capacity, and how it can expand and use them differently in order to accommodate this great increase in interest in the system.
In response to a question, Chancellor Matthew Goldstein stated that the issue really is a battle between the moral imperative of making this University available to students who look to it to study and improve their lives—an important value that CUNY has always held very dear and which is taken seriously. But there is a competing force, which is to insure that the University maintains the academic integrity of learning. All other things remaining equal, it is not a celebratory event necessarily that CUNY is taking in huge numbers of students, because the University is uncertain that it could give the best possible educational experience as it will not be able to maintain the level of full time faculty due to inadequate resources. Also, the University is limited by the physical configuration of its physical plant. These buildings and classrooms were not designed to do the things that the institution wants to do. The administration plans to spend a considerable amount of time looking at the projections on the demand for seats, and to understand how to reconfigure some buildings in order to give access to a large number of students to the very best faculty on hand.

Chancellor Goldstein added that CUNY will have to build a very different funding model, if it starts making changes to the configuration of its buildings because that would then change the balance between the teacher power, full time versus part time; large lecture halls; possibly more online education; developing a coterie of faculty that would be below the tenured track faculty. The University just cannot stay the way it is now and deal with this conflict between moral imperative and access to a high quality education.

In response to a question, Chancellor Goldstein explained that CUNY has been increasing admissions criteria from migrating from one particular level of the University to another. In the past ten years, CUNY has incrementally increased the academic profile at some of its institutions. The problem is much more profound, requiring an in depth analysis of how to engage students and how to deploy resources to insure that those students get the best kind of experience the University can offer.

In response to a question, Chancellor Goldstein stated that what we must do at CUNY is to create a new community college. Right now about 45% of students in the United States are studying at community colleges, and this number is going up. CUNY definitely need access to another community college in Manhattan, where the growth is rather enormous. This will give the University an opportunity to reflect on how we organize community colleges. While the faculties at the community colleges do very good work and care deeply about the students, the fact is that not only at CUNY’s community colleges, but across the nation, students are just not graduating in numbers that are even reasonable. He added that if CUNY were to start a new community college, it would create an opportunity to rethink engagement with students: how the University gives support services to students, how it keeps them enrolled, and most importantly how it gets them to graduate. CUNY must provide additional seats because the demand is going to be there, but the opportunity costs would be too high were it not to reflect on the best way to organize such a college.

The meeting was adjourned at 4:50 p.m.